

FE Week

LOOKING INTO TAKING LEADERSHIP RISKS

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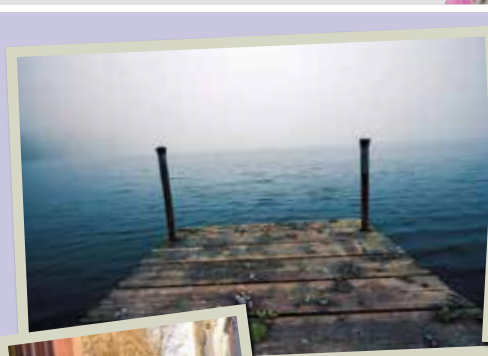
FE TECH TALKS @ BETT 2015

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OFSTED'S GAZE

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Snap happy Sam

South Cheshire College photography student Sam Preston has had his work snapped up by the world's largest stock photo website.

The 16-year-old first year BTEC level three learner had sent his photos (pictured) to Alamy.com. Sam said: "I'm really pleased — it's great to gain this international recognition."

Voting has been extended in the FE Week and Me photo competition, which now closes on Wednesday, January 28. Visit feweek.co.uk to cast your vote.



OFSTED'S FALLING STANDARDS FLAG 'INSECURE'

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Ofsted's system for flagging up falling standards has been described as offering an "insecure comfort blanket" after two formerly outstanding providers fell straight to inadequate having gone uninspected for a total of more than 12 years.

The grade-four-across-the-board results for Four Counties Training Limited (FCT), in West London, and Venture Learning Limited (VL), in Greater Manchester, both came out on Wednesday (January 21).

Inspectors visited on December 1, which was six years and nine months after Ofsted was last at FCT and five years and 10 months since it was last at VL — with both inspections resulting in outstanding grades. But *FE Week* has discovered falling success rates at both providers that should have alerted

the education watchdog to the need for reinspection long before last month.

Barry Lord-Gambles, contracts director for VL, said: "The current regime of inspections is of no benefit to providers. It provides a very insecure comfort blanket. Regular mini-inspections [for grade one-rated providers] would ensure that providers can stay on track and keep up with current Ofsted thinking." He added: "To go from a grade one to four seems a long way to travel and we cannot emphasise the effect on staff, learners and employers."

Overall apprenticeship success rates for the 1066-learner FCT, which received £1.3m of Adult Skills Budget (ASB) funding and £259,859 16 to 18 apprenticeship funding for 2013/14, had fallen from 87.3 per cent in 2010/11 to 71.1 per cent by 2012/13. And they went from 76.1 per cent in 2010/11 to 69.5 per cent in 2012/13 at the 195-learner VL, which received £122,934 ASB and £661,313 16 to 18 apprenticeship funding

for 2013/14.

Former Ofsted FE and skills inspector Phil Hatton, who now works as an adviser at the Learning Improvement Service, said: "The reports on FCT and VL both mention that the proportion of learners completing their apprenticeship has fallen significantly over three years. This should have made it evident to the Education Funding Agency (EFA), Skills Funding Agency (SFA) and Ofsted that something was going seriously wrong, at both, for some time. It raises the question of 'why wasn't this picked up on?' so that Ofsted inspected sooner."

It comes six months after *FE Week* revealed how former EFA-funded provider Chelmer Training, which also plummeted straight from outstanding to inadequate, had escaped a visit for eight years despite success rates more than 10 percentage points below the national average in 2010/11.

An Ofsted spokesperson declined to comment on whether its warning system failed with FCT and VL, but said: "We prioritise those providers judged to require improvement or be inadequate to help raise standards in FE. Those providers judged to be outstanding are not routinely inspected."

A spokesperson for the Association of Employment and Learning Providers said: "We have made it clear to Ofsted that more clarity as to when inspections might fall is needed."

The Ofsted spokesperson said: "We will only inspect an outstanding provider when there is a clear basis to do so."

An EFA spokesperson said it had terminated its contract with FCT. An SFA spokesperson said no decision had been made on whether it would cut ties with VL and FCT, which declined to comment.

See editor's comment on page 8

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DATE: March 9 to 10, 2015 VENUE: Queen Elizabeth II Conference Centre, Westminster, London

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NEWS

BOLES ASKED TO CLARIFY SIXTH FORM COLLEGE VAT EXEMPTION TALKS

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The Sixth Form Colleges' Association (SFCA) has written to Skills Minister Nick Boles in a bid to clarify his comments to fellow MPs about the issue of a VAT exemption for its members.

Mr Boles said he was prepared to discuss the matter with the "fierce" Treasury as he answered Labour MP Kelvin Hopkins during an education questions session at the House of Commons on January 19.

"I am aware of this issue [VAT for sixth form colleges], which has been a long-standing issue which the last government also failed to correct," said Mr Boles.

"One of the things I am looking into is the possibility of enabling sixth form colleges to change their status if they are willing to link up with other schools.

"But that is something that has to be brought forward by sixth form colleges themselves and it is still subject I'm afraid to discussions with the Treasury who are always pretty fierce on these matters."



James Kewin

It comes after former Education Secretary Michael Gove claimed in January last year that his "hands were tied" by the Treasury over the issue.

Nevertheless, it is the focus

of the Drop the Learning Tax campaign currently being run by the SFCA, whose deputy chief executive, James Kewin, told *FE Week*: "We have written to the minister asking him to clarify the remarks made at education questions.

"I can only assume that he is looking into the possibility of allowing sixth form colleges to become academies, something the government told us was not possible last year."


He added: "The commitment from Mr Boles to look again at the VAT anomaly is very welcome.

"We would prefer sixth-form colleges to be treated fairly in their current guise, but will explore all avenues to ensure that students in the sector are funded fairly and sufficiently."

The SFCA campaign's petition launched before Christmas has already been signed by more than 11,000 people including Oscar-winning actor Colin Firth, X Factor presenter Dermot O'Leary and Education Select Committee chair Graham Stuart.

Mr O'Leary, a former student at The Sixth Form College, Colchester said: "I'm supporting the Drop the Learning Tax campaign because I want future sixth form college students to benefit from the sort of education that has served me so well over the years."

The DfE and Treasury declined to comment.



Colin Firth

More college takeovers possible for academy chain

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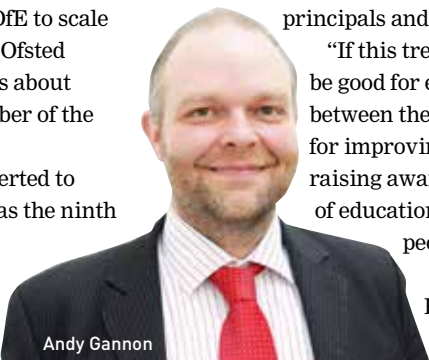
The Department for Education (DfE) has not ruled out another college intervention to take on a school from troubled academy chain E-Act (formerly EduTrust Academies Charitable Trust).

South Gloucestershire and Stroud College (SGS) has announced it was the new sponsor of Forest Academy, formerly Heywood Community School, Forest of Dean, from March.

The school, given a grade three "requires improvement" rating by Ofsted following inspection in May 2013, is currently sponsored by E-Act, which has been hit with two financial notices to improve by the Education Funding Agency.

The chain controlled more than 30 schools before it agreed with the DfE to scale down by 10 last year after Ofsted inspectors raised concerns about the performance of a number of the chain's academies.

The school, which converted to academy status in 2012, was the ninth to be given up by E-Act in response and the fourth taken on by a general FE college — Lincoln



Andy Gannon

College Academy Trust took on Trent Valley Academy in May and renamed it The Gainsborough Academy, and three months later Leeds East Academy and Leeds West Academy were both transferred to the White Rose Academies Trust, which was set up by Leeds City College.

A DfE spokesperson told *FE Week* that it "hasn't ruled out" a further intervention from a college. She said it was a possibility "where there is a strong local college".

Andy Gannon, 157 Group director of policy, public relations and research, welcomed the move by SGS.

He said: "This announcement reinforces the argument we have long made that FE Colleges are often a trusted, well respected and reliable nucleus within their local communities.

"It is a vote of confidence in the pedagogic and business leadership skills of college principals and leadership teams.

"If this trend continues, it can only be good for enhancing collaboration between the school and college sector, for improving student success and for raising awareness of a broader range of educational pathways among young people."

The move comes after Bedford College was asked by former Education

FE WEEK NEWS IN BRIEF

Gateway relaunch

The Education and Training Foundation is due to relaunch the Excellence Gateway next month.

The searchable library of resources was transferred the foundation when the Learning and Skills Improvement Service closed in 2013. Old legacy sites will be switched off in March, but resources such as 'Readwriteplus', 'Move on' and the 'Teaching and Learning Programme' will join newly-commissioned material on the new site, which will be available at www.excellencegateway.org.uk.

SFA cap scrapped

The Skills Funding Agency is scrapping its monthly learner cap after providers said working it out was "too complex".

The agency said the decision related to the 2014 and 2015 funding year.

"This is in response to feedback from colleges and training organisations that the methodology for calculating the cap is too complex," it said. "Our analysis of the latest data shows that the cap would only affect a small amount of provision."

Ofsted report grilling

Ofsted's top brass face their yearly grilling from MPs about the education watchdog's annual report this week.

Chief inspector Sir Michael Wilshaw, FE and skills director Lorna Fitzjohn and schools director Sean Harford are expected before the House of Commons Education Select Committee on Wednesday.

They will face questions about the report, released last month, which highlighted a rise in the proportion of good or outstanding providers while also pointing to one-in-six learners at less than good providers. The hearing was due begin at 9.30am at a venue yet to be announced.

Secretary Michael Gove last year to step in and take over the inadequate-rated Central Bedfordshire UTC, and after The Manchester College took on London's £17m prison education contract following the withdrawal of welfare-to-work firm A4e.

A spokesperson for the Association of Colleges said: "A strong local education system is vital and colleges play an active role in that, often working in partnership with other organisations to benefit their local community."

An E-Act spokesperson said: "E-Act has no plans to transfer any additional academies to alternative sponsors. Our focus continues to be on supporting the academies remaining in the trust."

Kevin Hamblin, SGS principal, said: "We will be able to provide considerable support to the [Forest Academy] school and we will be working with staff, parents and pupils to relaunch the school from September 2015."

We are developing a brand new enhanced curriculum with an extensive vocational offer and with immediate effect we will provide additional classroom support for all students and a comprehensive enrichment programme."

See page 13 for an expert piece by SGS principal Kevin Hamblin

NEWS

Call for more powers to track 16 to 18s

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Local authorities “need more legal powers to ensure partners share vital information” in tracking the education and training status of 16 to 18-year-olds, it has been claimed.

Local Government Association children and young people board chair Coun David Simmonds (pictured) hit back at a Public Accounts Committee (PAC) report that highlighted how up to 20 per cent of young people’s activity was unknown among some local authorities.

“Councils urgently need more legal powers to ensure partners share vital information as quickly as possible,” said Coun Simmonds.

“Too often the challenging task of reducing teenage disengagement is made far more difficult when schools, colleges, Jobcentres, national schemes and UCAs do not provide the information needed to identify those in need of help.”

The report, published on January 22, recommended the Department for Education (DfE) “works urgently with local authorities to identify and disseminate good practice on the most effective ways to track young people’s education and training activities”.

A DfE spokesperson said: “The levels of 16 to 18-year-olds not in education, employment or training (Neet) are at their lowest since consistent records began and

the proportion of young people whose activity is not known by local authorities is also decreasing.

“But we are not complacent. We continue to work with councils to encourage the exchange of good practice and regularly publish data on the progress made by each local authority so we and the public can effectively hold them to account.”

The PAC also found that although the proportion of Neets was at its lowest since records began, there were still 148,000 at the end of 2013. Its three-month inquiry led chair Margaret Hodge (pictured) to warn the DfE had “little understanding of the impact of existing initiatives and programmes” for 16 to 18-year-olds.

The report made six recommendations altogether, including a DfE evaluation of the “relative effectiveness” of its initiatives and in recommending the DfE look at how local authority transport policies for young people impacted on participation, it echoed one of the Association of Colleges’ (AoC) current manifesto calls.

The AoC wants transport rights for 16 to 18-year-olds in education to mirror those which apply to school children, according to the AoC manifesto.

Martin Doel, AoC chief executive, said: “Colleges have told us how they currently have to subsidise

students’ bus and train fares using money intended for teaching and learning.”

He added: “College students who choose vocational courses are disadvantaged compared with schools pupils, and this inequality must be addressed.”

Coun Simmonds said: “Despite not being legally required to do so, many councils have dug deep to try to fund travel costs for young people to get to college. Funding for the concessionary fares scheme for elderly and disabled residents has reduced by 39 per cent during the life of this Parliament. This means vital post-16 transport services can no longer be protected and councils are forced to take difficult decisions to scale them back.”

A DfE spokesperson: “Councils are responsible for setting local transport policies and they are required to make appropriate decisions with the needs of young people in their area in mind.

“Most young people, including those who live in rural areas, have access to discounts or concessions on local buses or trains, either from their council, schools or colleges, or from transport companies.

“In addition, our £180m Bursary Fund, available to schools and colleges to meet the needs of disadvantaged young people, is often used to help with transport costs.”

See feweek.co.uk for further coverage and page 12 for an expert piece by Stewart Segal, Association of Employment and Learning Providers chief executive



COLLEGE FOCUSES ON OFSTED AS STAFF RETURN TO CLASSROOM

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Lambeth College has retained its grade three Ofsted rating despite inspectors visiting amid long-running industrial action that ended with staff returning to the classroom last week.

Principal Mark Silverman was praised in the report, out on Friday, for “resolute and resilient management,” while staff efforts and contingency plans “helped to mitigate some, but not all” of the effect of the strike on learners.

Courses in English for Speakers of Other Languages were most badly hit, according to Ofsted.

The report said: “Following the previous inspection, where success rates were exceptionally low, prompt and effective action by the new leadership team resulted in a significant rise in learners’ outcomes at the end of 2012/13, albeit that they still required improvement.

“In 2013/14, success rates declined due to a prolonged period of industrial action that resulted in many learners not being able to complete their courses.”

Mr Silverman, who was appointed just after inspectors visited in early 2012 and gave the college an inadequate rating before it improved a grade the following year, said: “We clearly have some work to do to improve, which will be monitored and controlled by a post inspection action plan specifically addressing the points raised by the report.”



Lambeth College staff on the picketing line

He also thanked staff who “worked diligently throughout strike action to ensure lessons and support for learners could continue”.

University and College Union member voted on Wednesday to return to work and were back in the following day. Lecturers had walked out on Monday in the latest in a series of strikes going on since March, including an indefinite walkout in June that lasted five weeks, ending just before the summer holidays. The UCU claimed new contracts would leave staff with fewer holidays, less sick pay and longer working hours.

But the strike ended with the college allowing existing staff to change their hours without transferring to the new contract and made changes to the first year of sick pay.

Mr Silverman said: “I am pleased that we can now put the dispute behind us.”

UCU national head of regional organisation Barry Lovejoy said: “I’m extremely pleased we’ve reached a settlement after nine months that while we’ve obviously made considerable concessions, we’re pleased that lecturers can get back to the work that they want to do with students.”

Outstanding RAF training

Aircraft maintenance mechanic Lorrelle Butler, aged 26, is an RAF apprenticeship graduate



The RAF’s apprenticeship scheme has seen it become just the second employer provider to be rated outstanding across the board under Ofsted’s current common inspection framework.

The report, released on Thursday, said success rates were “significantly above national rates for all apprenticeship subjects” and that instructors “plan learning activities very well so that apprentices of all abilities, including the least and most able, are able to achieve”.

The glowing praise came six years after the RAF’s last inspection resulted in a good grading and adds to the outstanding employer provider achievement of Defence Equipment & Support, Defence Munitions (DM) Gosport in November 2012.

Air Vice-Marshal Andrew Turner, the Air Officer Commanding No 22 (Training) Group, said: “The RAF is delighted to be recognised by Ofsted as ‘outstanding’ in delivering apprenticeships across Britain.”

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Leadership issues under the Fetl research spotlight

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The Further Education Trust for Leadership (Fetl) has announced the four winners in its first wave of fellowship grants to fund research.

Alex Day MBE, Ruth Allen, Tim Ward and Ann Creed will get up to £40,000 each to fund their work.

They will be looking at attitudes to risk in leadership of sixth form colleges, leadership challenges among third sector providers, the impact of leadership on part-time teachers and fostering creative leadership in FE.

Mark Ravenhall, Fetl chief executive, said: “We’re really excited about the chosen research projects. The idea is to pay for the fellows to take time away from their ordinary jobs, so that they have the time to think seriously about future leadership issues in our sector.”

The winning bidders’ identities were unveiled on Tuesday (January 20) at the Institute of Education (IoE), in London, along with their individual research topics.

Fetl, which launched in May with a budget of up to £5.5m left over from the closure of the Learning and Skills Improvement Service, had received 21 applications for fellowships before settling on the four just before Christmas.

They will work part-time on their projects for between three and six months from February.

“The other applications, which were not chosen this time, showed particular concern about how best to deliver the digital curriculum in the wake of the FE Learning Technology Action Group, employer engagement, governance, developing middle managers, and performance management,” said Mr Ravenhall.

“Half of the applicants were from general FE colleges and others included specialist designated institutions, sixth form colleges, local authority adult learning and independent learning providers.”

Ms Day MBE, director of adult and higher education at Hampshire-based Peter Symonds College, will research attitudes to risk and Ms Allen, group development manager of the Cornwall College Group, will look into creative leadership.

Mr Ward, chief executive of The Learning Curve, a not-for-profit organisation focused on workforce and organisational development in the voluntary and community sector, and chair of the Third Sector Learning Alliance, which supports voluntary, community and social enterprise learning providers, will look at third sector leadership challenges.

Ms Creed, who is currently working as a freelance researcher after completing 18 months as strategic policy officer for the Workers Educational Association in December, will research leadership impact on part-time teachers.

They will work with a university chair in FE leadership at the IoE.

They will also have access to the IoE library, but regular attendance in London



From left: Tim Ward, Ruth Allen, Alex Day and Ann Creed

Tightening purse strings lead to risk-taking interest

With issues of leadership a key theme in FE and skills, *FE Week* reporter Paul Offord takes a look at the Fetl grant winners and their research. Alex Day features in the first in a series of articles in this and the next three editions.

Running adult and higher education at Peter Symonds College during a period of heavy government funding cuts has sharpened Alex Day’s interest in risk taking.

Mrs Day, who joined the Winchester sixth form college in 1998 and has been its director of adult and higher education for around six years, said her experience of funding issues was the inspiration behind her winning Further Education Trust for Leadership (Fetl) research proposal.

She will be exploring attitudes to risk among sixth form college leaders, particularly in relation to the diversification of income streams.

She will aim to identify barriers to risk-taking and possible interventions that might support planning and reasonable risk calculation when considering diversification.

Mrs Day, who was given an MBE last year for services to education, said: “It is a really interesting subject area and something that is becoming increasingly important for our sector.

“With the funding cuts we’re seeing, providers are having to look at diversifying where they generate income from, for example through providing increased higher education provision, which all involves risk.

“Any business should have a balanced risk portfolio. If you don’t take risks then you can be left behind and leave yourself vulnerable to change.

“You should have some work that is low risk and low return, some that’s high risk and high return and some in between. Prior to 2000, most definitions of risk were negative and concentrated on ‘the dangers’ of a particular action.

“More recently there has been a change where risk is defined as a combination

of perceived ‘opportunities’ and ‘threats’. I think they’ve grasped that in business but I’m not sure we have in FE.”

Fetl chief executive Mark Ravenhall said: “Attitudes to risk and educational diversification are really important issues for the whole sector.

“Although Alex’s proposal focuses on sixth form colleges, it will explore principles and solutions that will be useful for all providers.”

Pictured below: Mark Ravenhall and Alex Day



will not be necessary and research can be done from home.

Meanwhile, organisations with an interest in FE were also invited in November last year to apply for Fetl grants worth between £10,000 and £100,000, to fund research into sector leadership issues, with entries closing a month later.

Mr Ravenhall said: “More than 50 applications for this funding round were

received. Half of organisations applying were learning providers. Other applications were received from membership bodies, think tanks and universities with a strong track record in FE research.”

The names of up to seven chosen organisations are due to be announced next month.

Fetl’s founding president, and former Lewisham College principal, Dame Ruth

Silver said: “In this, our first year, we are grateful for the big vote of support [for the fellowships and grants] and the depth of interest in research in the FE and skills sector. We also recognise this has been a first for the sector in approaching a new body with a new focus.”

The next round of applications for fellowships and grants are set to open in April or May.



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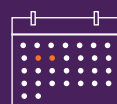


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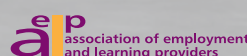
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Ten pc online course content

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The government will not be enforcing a recommendation from the Further Education Learning Technology Action Group (Feltag) that 10 per cent of all course content should be delivered online, Skills Minister Nick Boles has revealed.

Speaking at the Bett technology trade show on Thursday (January 22), Mr Boles said he was not planning to be “prescriptive” in following up Feltag recommendations.

The group called for a minimum of 10 per cent online delivery by 2015/16 to be mandated through funding in its report, published in March last year, but Mr Boles said this was more of a “vague target”.

Instead, Mr Boles said, he would be focussing on the targets to improve broadband infrastructure in college, and would be developing a forum for sharing best learning technology practice.

Mr Boles joined 38,000 other delegates, including around 90 ministers from countries around the world, at Bett, which ran from January 21 to 24 at the Excel Centre in London.

In his speech kicking off day two of the conference, he said he had been “shocked” to discover, following Feltag, one sixth form college thought it was required to measure every lesson and work out what percentage of the time was spent using technology.

“That to me is exactly what should not be happening,” he said.

“We shouldn’t be doing some form of a time and motion study to try and understand how people are using technology.”

Mr Boles told *FE Week* that the Feltag recommendation had been “over-interpreted”.

“I don’t think for a moment Feltag meant for teachers to be with a stopwatch working out watch percentage of a lesson they were delivering online,” he said.

“That’s simply wasting teachers’ time and I don’t want to be adding any more to their burden.

“What Feltag meant was let’s have a qualitative assessment of whether we are using technology as much as possible, and there’s this kind of vague target to try do a bit more and that I entirely endorse.”

He did admit however, that while the government was following the “spirit” of the Feltag report, it was “not being quite as prescriptive as they [Feltag] would have liked”.

“I’m very pleased with the work Feltag has done and I’m very grateful to them and their ideas,” he said.

“Some of the ideas were saying ‘Ofsted should require this or Ofsted should require that’ but that’s not the way we approach things — the last thing we think teachers need is any more requirements, what we do want to do is make innovation possible by investing in fundamental infrastructure.”

During his speech Mr Boles also issued a challenge to FE colleges to submit proposals for capital investment to bring their



Pictured, clockwise from top left, are: Skills Minister Nick Boles, *FE Week* reporter Rebecca Cooney with Feltag member Bob Harrison, Iris Connect education director Graham Newell, Iris Connect products, the Google stand at Bett, the Microsoft stand and Mr Boles in interview with *FE Week*



broadband capacity up to 1GB.

The Feltag report called on providers to invest in order to provide industry-standard technological infrastructure — including broadband resilience and bandwidth — which it said would “maximise the effective use of learning technology”.

Mr Boles said: “Within a few years, hopefully after the next spending review, it should be possible to ensure every FE college in the country has at least 1GB broadband capacity.

“Because if you don’t have that then you can’t experiment, you can’t innovate, you can’t try out those new technologies and those new approaches.”

He also set out plans to create a platform for

FE practitioners to come together and share technological innovation.

The proper role for government, he told delegates in his speech, was “supporting the exploitation of the possibility of the new technologies”, not dictating which technologies should be used.

“In government we do have a role of creating a platform for spreading best practice so that as teachers you’re not endlessly randomly searching on Google to try and find out what things people have used on to good effect,” he said.

“What we should be doing is encouraging and enabling teachers and young people themselves to explore, to experiment.”

He said government should also be “helping

to spread the ideas that work, from one college and one teacher across the whole population, so that everybody can learn from each other’s successes and indeed, each other’s failures”.

What was needed, he said, was a single place for practitioners, “that you can go to, one place that will show you the different assessment tools, the different lesson planning tools, the different communication tools that have been used by others working in the same field or the same subject area or maybe with the same group of young people, and that gives you the best ideas of what others have used and what has worked for others”.

He did not set out a timetable for the

edict 'more of a vague target'



Feltag Bob's best Bett bits of 2015

With more than 600 exhibitors packed into London's Excel centre it's difficult to choose what to see at Bett so *FE Week* reporter Rebecca Cooney teamed up with Further Education Learning Technology Action Group (Feltag) member and Toshiba education expert Bob Harrison to find out what his highlights were.

With a trusty map in hand, together we navigated the maze of household names and next-big-thing tech start-ups.

"Bett is not just about the corporate side and the products they've got to show," Bob tells me.

"It's also about networking with other educators and picking up advice."

And the best place to do this, according to Bob, is Answers, Answers, Answers — a one-stop-shop for asking questions about how to bring the technology into the college.

"They are here to say 'before you make a decision, here's what you need to do, this is what you need to think about'," said Bob.

Next, we take a look at Iris Connect, which has created cameras used in the classroom for continuing professional development.

The cameras film the teacher throughout the lesson by communicating with a dongle in the teacher's pocket, which tells the camera where the teacher is.

Teachers can then go back and review their lessons in detail and ask for feedback from a mentor.

I'm not convinced many teachers will want their every move caught on camera but Iris Connect's education director Graham Newell assured me the technology wasn't designed for performance management.

"This is a system which allows self-reflection, coaching and mentoring, and research," he said. "The system is entirely built around teacher commissioning and security — the finished video goes to the teacher being filmed, and then they can choose to share it."

Moore's Law of computing states the capability of computer processors

doubles around every two years. So far, the prediction has held true since Gordon Moore, co-founder of the Intel Corporation, made it in 1965. So, according to Bob, to find out what technology's going to look like in the next few years best to visit the Intel stand.

"As microchip producers, Intel offers the basis of everything," said Bob. "If you want to be doing the horizon scanning and looking to the future then Intel's a good place to do that."

From there we go searching — for Google, which as well as being a search engine, offers software and hardware that can be put to use in teaching and learning.

"A lot of the stuff they provide is free and if colleges and FE providers are aware of it, there's a lot of tools they can be using such as Google Plus and Google Docs," said Bob.

"They're all platforms that have been used innovatively in a lot of colleges and providers — and for much of technology on show here, it's not just about what it does, but how educators use it."

FE providers figure in first Etag report

The first report of Feltag offshoot the Education Technology Action Group (Etag) was launched at the Bett Show 2015 — almost a year after the group was assembled by ministers.

Chaired by Professor Stephen Heppell, the group made 15 key recommendations, four of which were aimed at FE and skills providers and several others that would affect the sector.

The recommendations for FE providers included that they should provide learners with a minimum level of fast broadband

connectivity and a safe, secure, resilient and robust organisation-wide Wi-Fi system for all their devices.

The report also recommended colleges should build "bring your own" approaches into their immediate and medium-term digital technology strategies and should have access to an independent, objective help, advice and support service for technology procurement and deployment.

It also said the government should make it a statutory requirement for all providers to describe and justify how they use digital technology to enhance learning across the curriculum and that

relevant accountability frameworks, such as the Ofsted framework for FE and Skills, should be evolved so that they providers were required to make those explanations and justifications.

The group concluded "that the use of digital technology in education is not optional", that competence with digital was "an essential contemporary skill set" which "belongs at the heart of education". Each workgroup made more detailed recommendations in the document.

The Etag team said it was "anxious" that the progress should happen and that it would reassemble in one year's time to review progress.

Visit feltag.org.uk/etag to view the report.



development of the group, but instead pledged that he would "be working with the industry to come up with a cheap simple and effective platform for the spread of best practice".

He added: "And then ultimately it's up to you... teachers and believers in the potential of technology to try and transform the way we communicate and aspire."

Mr Boles said he was impressed by the scale of the Bett show, but told *FE Week* he felt it was more focussed on schools than colleges.

Bett development researcher Kathryn Bond acknowledged FE had been underrepresented at the show this year and in the past.

"We have recognised some of the feedback this year and last year and there will be an improved FE offering next year," she said.

FE WEEK COMMENT

Expect a reinspector

Something's wrong if providers are not being inspected when evidence points towards declining standards.

A system of monitoring is meant to be in place, and success rates apparently play a part. So how then can the huge time lapse between inspections of VL and FCT be explained? The indications that something was up were there a while ago, just like they were for Chelmer last year.

For how long had these actually deserved the 'outstanding' honour? How many learners had passed through their doors assuming Ofsted's grade one judgment of five or more years ago would be indicative of their learning experience.

But outstanding providers, unlike those at other grades, do not have a set timeframe within which reinspection will take place. They, according to Ofsted, will only see an inspector if there is something is reportedly going wrong.

While those with anything less than outstanding should rightly expect a visit from the education watchdog more often, there's no reason to monitor the supposedly best performers by forever relying simply on alert system.

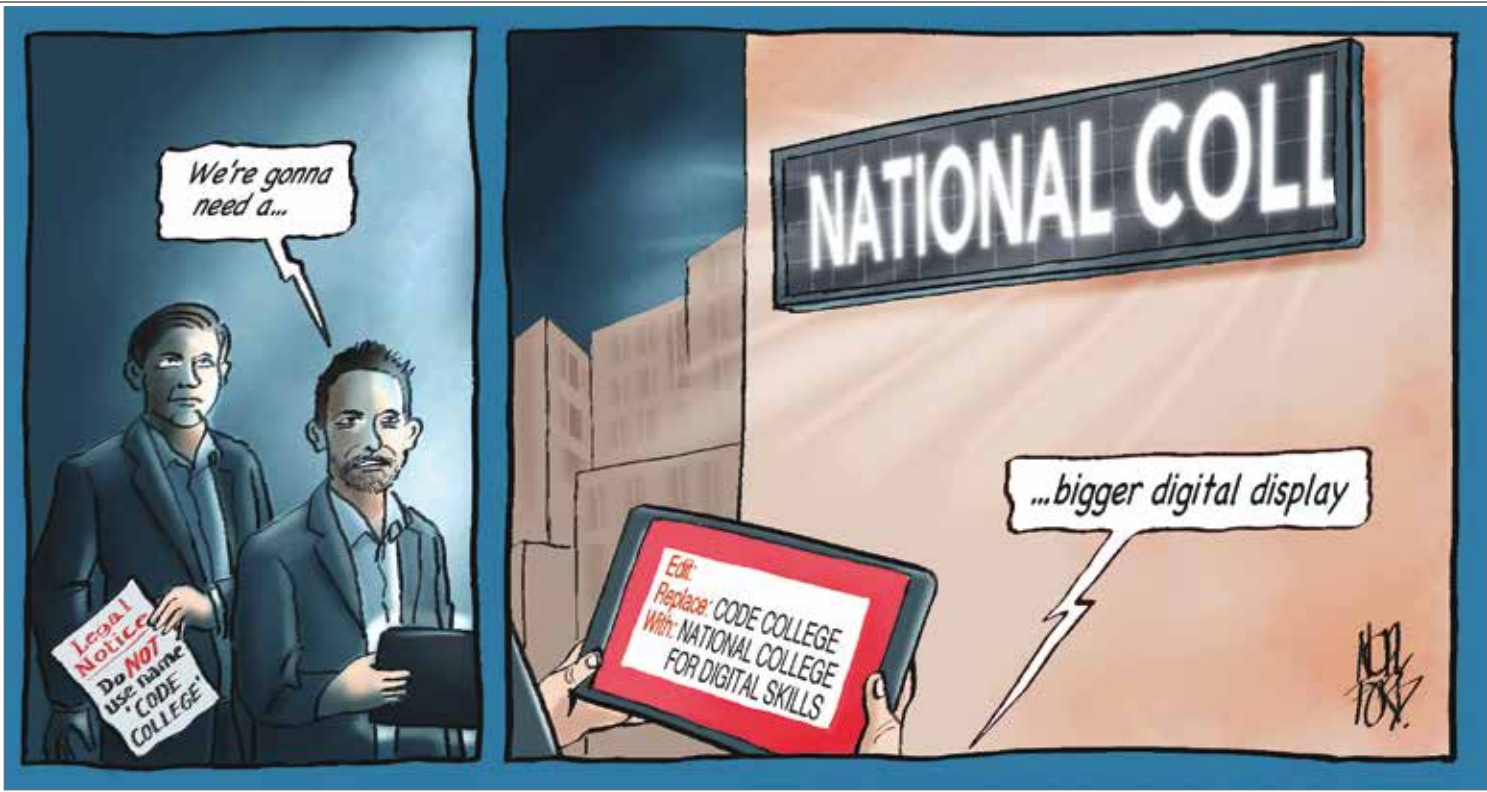
So, while it's time for Ofsted to stop 'outstanding' providers on the slide from escaping inspection, it's also time for these providers — whether standards are slipping or not — to get a date by which they will have been reinspected.

What do you think? Should outstanding providers face reinspection within a definite time period? Visit feweek.co.uk to cast your vote.

Chris Henwood
chris.henwood@feweek.co.uk

TOP PAC 16 TO 18 PARTICIPATION TWEETS

- @louiseciarkec: Come on @LocalLeadership do something about post16 transport costs! Ask @educationgovuk ! @CommonsPAC report today
- @BrianStrutton: New parliamentary report says a staggering 3/4 of 16-18 year olds are NEET.
- @emilysmithLD: Glad the commons are discussing tracking (don't totally agree with Hodge on the reasons for NEET falling)
- @basildongag2011: New college plan fails to address NEET issue. @UKParliament: Report 16-18y participation in ed/training
- @garethdn: Plenty for #localgov in @CommonsPAC NEET report. Big opps for more LA control but warning on home2school transport.



Digital skills duo told to drop Code College title

@FCDWHITTAKER
FWHITTAKER@FEWEEK.CO.UK

The founders of the new National College for Digital Skills have dropped plans to be called Code College after a small business with the same name launched legal action.

Company records show that Tom Fogden and Mark Smith, who last December received Prime Minister David Cameron's backing for their new college, had incorporated their new venture as Code College Ltd, a limited company, in November 2013. The national college is also a registered charity.

The duo also owns the web address codecollege.org.uk and used #codecollege in posts on social networking site Twitter as recently as October 26.

But David Batty, a privately-funded coding and game design trainer based in Lancashire who owns both codecollege.co.uk and codecollege.org as well as the @codecollege Twitter account, has revealed he instructed intellectual property solicitors in April after he discovered the pair were using the brand.

In an email seen by *FE Week*, Mr Fogden

offered Mr Batty £3,000 for the domains, trademark and Twitter account last October, and Mr Batty claims he has since received an offer of £6,000. Mr Batty told *FE Week*: "I just thought they hadn't done their research at first so I asked my solicitor to send them a friendly letter to ask them to stop. Then I later found out they were following me on Twitter and that they knew all about me."

"They had also registered codecollege.org.uk which is a variation on my codecollege.org name. I did get approached by them and they wanted to talk to me. They sent an offer through of £3,000 in October. I refused that."

They sent me a further offer of £6,000 for the Code College name, my trademark, the website and the Twitter account, which was just a joke really because I have spent a long time building up the brand."

Mr Batty claims the confusion was still harming his business, because potential customers searching for Code College on the internet found media stories about the new national college and assumed they were one and the same.

But Mr Fogden told *FE Week* that Mr Batty

From left: National College for Digital Skills founders Tom Fogden and Mark Smith. Pic: Twitter (@Wigdortz)



had "nothing to fear" from the national college. He said: "We set up as a charity back in 2013 with Code College as a working title. We saw a website which seemed static and didn't look like it was used. We became aware of Mr Batty's Twitter account in March 2014."

"During the process of getting government support, we changed the name to the National College for Digital Skills. We do not want to be associated with the name Code College anymore. We do not want to infringe on him. That's not what we're about. He has nothing to fear."

Mr Fogden said the national college had written to Mr Batty's lawyers confirming it would no longer use the name.

COMMENTS

Value for money question on Gazelle spending 'answered by memberships'

I still have no idea what Gazelle actually does, and find it incredible that so many colleges have paid so much to be members.

Alison Scott

SFA apologises for shock clawback warning that caused 'sleepless nights' for provider staff

Providers are STILL having difficulties identifying their data errors. It has not been made clear where on the Hub the reports are, most people have discovered them by accident (their naming convention is 14/15 ...), then they can't be downloaded and the Data Service have been no help whatsoever when this has been reported to them. But

what is the point of telling us about errors once the year has been closed down? Why are there no validation rules in place? The whole thing is still a disgraceful shambles.

Jo Wright

Apprenticeship reform proposals were 'half-cocked,' Skills Minister Nick Boles tells MPs

Finally some sanity from the top on this issue. The sector has been supportive but concerned about many elements, hundreds of thousands of pounds in resources must have been consumed with the meetings and lobbying that has been going on. Let's hope version 2.0 has a positive impact for government, employers, learners and practitioners.

Mark C

CORRECTION

FE Week has been asked to clarify the students' union post of Henley College Coventry learner Aimee Challenor.

She featured in a page five story last week about her college's internet block on lesbian, gay, bisexual or transgender (LGBT) websites.

While the block was lifted, the story mentioned that Aimee was a National Union of Students (NUS) LGBT officer.

FE Week is happy to point out that Aimee's post relates specifically to the college.

Her post with the college's NUS-affiliated students' union is not a national one.

Dear  **Dr Sue**

Email DrSue@feweek.co.uk for help from sector agony aunt Sue Pember on the third Monday of every month. The best question wins a £100 Amazon gift card

FE WEEK ANNOUNCES MEDIA PARTNERSHIP WITH THE SUNDAY TIMES FESTIVAL OF EDUCATION

The Sunday Times Festival of Education has confirmed *FE Week* and *Schools Week* as a 2015 media partner.

The annual festival will be taking place on June 18 and 19 at Berkshire-based Wellington College and more than 100 speakers from across the world of education and training and beyond have already been confirmed.

After being confirmed as a 2015 media partner, managing director of *Schools Week* and *FE Week* publishers, Lsect, Shane Mann said he planned to ensure that this year's event would be more FE and skills orientated than ever before.

He said: "I am delighted that both *FE Week* and *Schools Week* will play a key role in the development of content this year.

"Last year was the first year that the festival had organised a large FE and skills section to the agenda.

"There was lots of great content and well attended sessions thanks to the efforts of the festival organisers and partners the Association of Colleges. My hope is that with *FE Week*'s involvement, we can help to ensure that there is even more FE and skills content this year.

"The festival is a fantastic opportunity for all involved in the FE and Skills sector to come

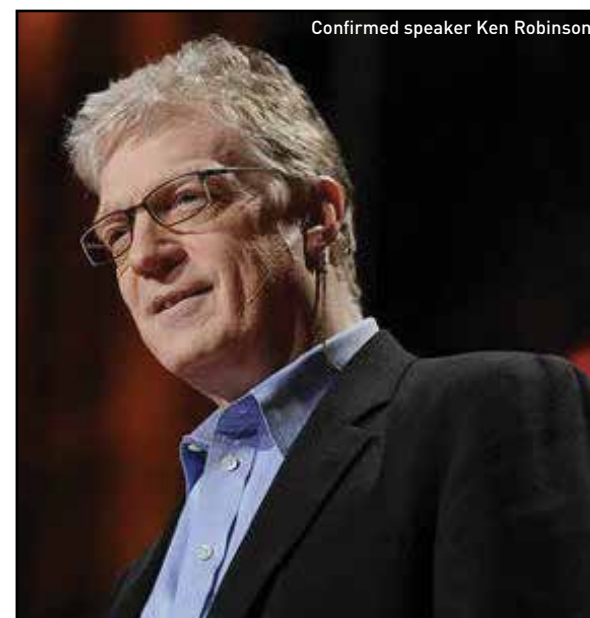
together, share and learn. This will be my third festival and it is an event which astounds me every year, so to be part of its development is very exciting."

The festival is one of the largest, most respected forums for thought leadership, innovations and developments in the field of education, attracting education's most forward thinking innovators, influencers, practitioners of change, politicians, journalists, business leaders and policy makers.

Speakers at this year's festival will include professor of psychology at Stanford University and author Carol Dweck, associate professor of psychology at the University of Pennsylvania and a leading advocate of character-based learning Angela Duckworth, and *Schools Week* editor and respected education blogger Laura McInerney.

Director general of MI5 from 1992 to 1996 Stella Rimington, writer, philosopher and television presenter Alain de Botton, gay rights campaigner Peter Tatchell, and rock musician, author and historian Julian Cope will also be speaking.

Louise Hunter, co-director of the festival, said: "This partnership places *FE Week* and *Schools Week* in a key position to work with us



to develop the content for this year's festival and we are excited to be working with Shane [Mann] and the team.

"The response to the festival year-on-year has been fantastic and we are committed to continuing to develop and grow the festival as a rich source of continuing professional development, innovation, inspiration and growth for everyone in education."

Information on special festival rates for *FE Week* and *Schools Week* subscribers will be announced soon.

Visit www.festivalofeducation.com or follow @EducationFest for further information on the festival

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TO IMPROVE MY OWN
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TIMES FESTIVAL OF
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One of the most frequent complaints levelled at Ofsted is that it lacks transparency.

For example the system for dealing with complaints against inspection results, it has been claimed, is not open to scrutiny.

However Marina Gaze, deputy director for FE and skills at the education watchdog, sees things differently.

“I’m really sorry people think that,” she says.

“Because I do feel that we work hard to listen to people and, actually, that’s one of the great pleasures of my job — I do want to hear what people say.

“Obviously we’re accountable to parliament, but we’re accountable to the sector as well. It will tell us if things aren’t right.”

It’s hard to imagine that a career trajectory producing such a staunch defence of Ofsted could have started with, of all people, a Lycra-clad Jane Fonda (pictured right). But it did.

Fresh out of an English degree at Middlesex Polytechnic in the mid-1980s, and keen to return for a master’s degree with plans to become a journalist or an English teacher, Gaze realised she was going to have raise some money.

So she trained as an aerobics teacher and was hired by her tutors to help train exercise teachers.

“I’d never done it before. It didn’t really exist before then — it sort of burst onto the scene at that time — and I think that was sort of the point, it was the newness of it,” says Gaze, aged 52.

“At that time, Jane Fonda was around and there was an explosion in exercise classes, and lots of people were getting injured and so on, so they needed to train people properly to teach exercise safely and effectively.”

When Royal Society of Arts examination board (now part of OCR) came to verify Gaze’s course, it asked her to join as an external verifier, which she did, before moving on to become the regional and then national external verifier for exercise qualifications.

“I was writing these qualifications and they

were being used all over Britain, and of course all over the world as well, so it was really exciting,” she says.

Alongside that, at 28, Gaze set up her own training company.

“So the bit about being an English teacher or a journalist went all sideways,” she says with a grin.

It was also through exercise that Gaze met husband Colin when she moved to a village on the North Yorkshire coast.

“I was giving a talk to the village WI about exercise, and this woman said to me, ‘Oh, you should really meet my son’,” she says.

Gaze had her doubts. But, she says: “I did meet him and she was right — I really should’ve met him. And I married him.

“So I tell everybody I had an arranged marriage — my mother-in-law arranged it.”

Gaze’s own beginnings were much more the result of chance.

Her father, Peter, is from Yorkshire, while her mother, Edda, grew up in Italy under German occupation in the Second World War.

“They met because my dad went on holiday to Paris, and it was raining, so he jumped on a

train, and went to Italy,” says Gaze.

“So if it hadn’t been raining in Paris, my parents would never have met.

“Of course, the question now to my parents is, ‘Why did you choose Yorkshire and not Italy?’”

Edda, says Gaze, had a “very broken schooling and a tough childhood”, as the youngest of eight children, whose father was killed in the war.

“My father had a better go at schooling,” she adds.

“He was from a poor working-class family, but he passed the 11+ and went to grammar school, but then went on to an apprenticeship, because his family couldn’t afford for him to go to university.

“During his working life, he was very strong with the unions, so I suppose he always had quite a strong sense of social justice, and

66

We're accountable to parliament, but we're accountable to the sector as well. It will tell us if things aren't right

NCY

It's a personal thing

What is your favourite book, and why?
Wuthering Heights by Emily Brontë. It has all the elements of a fantastic book. It's a ghost story, it's a love story, it's a story about different generations, and of course it's a story about Yorkshire, where I'm from

What do you do to switch off from work?
I've got 10-year-old twins, so I don't. I go from one hectic lifestyle to another, so a lot of my life outside of work involves doing things with the kids. We've got ponies, we go riding on the beach, they go to karate, so we do karate with them — I started karate at the age of 50. But for just something for myself, I go for a run. I can cope with anything as long as I get an hour to myself to go for a run

What's your pet hate?
Low expectations. It really irritates me in our sector when people say things like, "Well you can't do anything with those kids, because they are from such-and-such a place or such-and-such a family"

If you could invite anyone to a dinner party, living or dead, who would it be?
I'd actually quite like to have dinner with my husband once in a while. I think I would like to meet Aphra Behn, she was a restoration playwright, and she was a spy. No-one really knows anything about the first 27 years of her life, so I would like to know what she was doing then, and I think I'd like to know what it was like being a woman in such a male-dominated world. And I'd have prison reform campaigner Elizabeth Fry

What did you want to be when you grew up?
I wanted to be a war correspondent or to work in human rights

actually still does."

Gaze, the oldest of three, loved her own experience of education — as part of the first cohort to attend comprehensive schools.

"I have always enjoyed learning, always," she says.

"So I am a great believer in state education — I work in the state education system and my children are in the state system."

And it is in discussing her 10-year-old twins, Alex and Cat, that Gaze raises an issue she is keen should be included here. They, she tells me, born through IVF.

"I don't mind that being printed," she says.

"I think people should talk about it and know that medical treatment can work.

"We had lots of cycles of IVF, I think it probably was tough but I think — sorry if it's awful to say it — it's all character-building stuff.

"My husband and I went through it together, and the joy of having children at the end of it was just wonderful. And it puts things into perspective, doesn't it?"

From chief external examiner for OCR,

Gaze moved to the newly set up Training Standards Council (TSC).

"I was very impressed by them very quickly because, as an organisation, we had teeth," she says.

At that time, she says, "there was a lot of very poor provision".

"When I started as an inspector, the national success rate for apprentices was about 7 per cent," she says.

"And of course, there were lots of people getting money for things that they weren't doing.

"So we felt we had an impact very quickly — the inspector reported on where the poor provision was, and the funding bodies took the money away.

"You either got better or you had your funding removed. It was very satisfying."

From there the TSC became the Adult Learning Inspectorate, and was incorporated into Ofsted in 2007.


In her years as an inspector, she says, she has seen some things that were "absolutely shocking".

"Without going into detail, we have


From left: Gaze's, daughter Kat, husband Colin, son Alex and Gaze at Doge's Palace in Venice




Gaze in her Yorkshire village Staithes with Kat and Alex, both aged two.



Gaze on family pony Chester



Gaze with twins Alex and Kat at a Pony Club Show



"If it hadn't been raining in Paris, my parents would never have met"

had occasions where there are learners or apprentices on programmes and the provider has just been to visit them a couple of times for the last couple of years, things like that," she says.

"It's grossly unfair on the young person who is learning and it's just not a very good use of taxpayers' money either."

Despite that, she says there's always cause for optimism.

"One of the things that does amaze me as an inspector is even if I go into a provider or a college where there is poor provision, I can guarantee there will be an outstanding teacher in there somewhere," she says.

"Even when things generally aren't very good, there will be sparkle in there, there will be something that is worth holding on to and building on."

And the situation for adult education, she says, is "an improving picture".

"There are some very good short course programmes that can help people get into employment quickly," she says.

"But I think there still needs to be that big picture around all the other skills that people need to help them get into work — English and maths and so on — there is still a lot more to be done."

Gaze sees her commitment to educational standards as being rooted in her love of exercise.

"Why wouldn't you want the best?" she says.

"Why wouldn't you want to take best practice and spread it around and aim for it?"

"With exercise, it's quite simple — if you don't do it properly, you get hurt, and you don't get the benefits you think you're going to get, so it has to be done, and done well."



SECRET PRINCIPAL

The principal of a large and well-established FE college writes about life at the top — the worries, the hopes, the people and the issues they have to deal with every day.

Congratulations to colleagues up and down the land who received well-deserved recognition in the New Year Honours list.

One person in particular that I have the utmost respect for is Burton and South Derbyshire College principal Dawn Ward OBE — she got a CBE for services to FE. What a brilliant advocate for the sector, vocational learning and hairdressers.

Moving onto the Skills Funding Agency (SFA), and frankly speaking, given its latest debacle in sending out letters before Christmas warning of clawback and errors in funding claims for 2013-14, we all deserve an award for patience and understanding.

I recall a similar pre-Christmas shambles when colleges were advised of the collapse of capital funding as someone forgot to add up and take away. It was a pretty bleak Christmas then as well. We were all assured in the aftermath it wouldn't happen again. Well it just did in my view. Perhaps this is why there is such a strong emphasis now on English and maths in the sector?

More to the point why should we as a sector continue to tolerate this type of incompetence from the SFA.

We are continually reminded that as principals we are held to account by our governing board, Ofsted, SFA, Education Funding Agency, Higher Education Funding Council for England, auditors, etc.

A plethora of objectives and targets are set that we are judged against and hey presto, if you fail you're under the grill with the commissioner or whoever.

But where's the accountability for the SFA and who regulates it? No one it would appear, because yet again we're in the dark.

While I'm on this why is there still no funding statement from the minister? Apprenticeship reforms appear to be in tatters with the latest non announcement. Adult funding is going to be slashed, I predict, far more than any of us realise or expect. Everyone I speak to in the sector is generally confused, worried and unclear as to what is going to happen next. Many good and committed staff are leaving and morale is low.

I also saw recently that Ofsted is considering 'double inspections' to give assurance of the quality and consistency of

inspections. Really? I know of many associate inspectors, some of which have been involved with Ofsted for many years, that have been advised they are no longer are required for whatever reason or circumstance.

What puzzles and intrigues me is this — I have many friends and colleagues who undertake work as Ofsted inspectors, associate or otherwise. Many are highly experienced and skilled without a shadow of doubt.

Some though, and let's be honest here, are not current practitioners, have not worked in the sector for many years and are out of touch.

While I respect they may have plenty of experience and may, back in the day, have been brilliant, I struggle to understand how they can judge with integrity and credibility.

Where's the accountability for the SFA and who regulates it?

Let's hope Wilshaw and co freshen things up with current practitioners and, critically in my view, current or recent leaders.

I know of at least one very good lead HMI who never rose above the ranks of department head and yet is now judging the leadership and to some degree determining the careers and futures of time-served principals. Inspectors should be current, credible and appropriate.

I personally can't wait for the General Election to be over and at least then we can have some sensible debate with government about FE in this country and its true value to society and the economy.

Last week President Obama outlined his plans to make college free in the USA. Wow — imagine that. Of course, it's highly unlikely to become reality, but at least he sees the value in what we do and would it not be refreshing to hear our politicians backing FE in that way. Utopian I agree, but refreshing nonetheless.

Secret Principal



STEWART SEGAL

Chief executive of the Association of Employment and Learning Providers (AELP)

Build around a traineeship and apprenticeship 'core' for young people

Stewart Segal considers the 16 to 18 education and training landscape in light of the Public Accounts Committee (PAC) participation inquiry.

The PAC was right to identify in its latest report that more needs to be done to support young people aged between 16 and 18.

There have been some positive developments in recent years with the launch of traineeships and the focus on functional literacy, numeracy and IT skills. Unemployment figures are generally moving in the right direction, but we can do much more.

Securing a job or moving onto an apprenticeship is now recognised by the Department for Education as a valid programme outcome and an example of this new approach has been the creation of traineeships where the programme design follows the recommendations made by AELP over many years.

Traineeships got off to a modest start, as we predicted, because it did not have the full support of the Jobcentre Plus network and government restricted both the eligibility of learners and the providers that could deliver the programme.

What we don't want is new initiatives and programmes that undermine and confuse an already complicated market

The changes which came into effect at the start of this year should yield a significant increase in participation during 2015, but we are calling on government to allow all training providers with a track record of quality delivery and employer links to be able to deliver this key programme.

The PAC report looks at the effectiveness of the Youth Contract, but AELP was never convinced that wage subsidies were the way forward.

Our view is that work-based opportunities for young people should be built around the core programmes of traineeships and apprenticeships.

We should also support the continuation of programmes that have worked such as

the Troubled Families programme. What we don't want is new initiatives and programmes that undermine and confuse an already complicated market.

Raising the Participation Age (RPA) is a major risk to ensuring that young people are offered all of the options open to them. Too many schools will promote RPA as the raising of the school leaving age.

We need an effective communications campaign to ensure the RPA will not be seen just as a raising of the school leaving age and schools must give access to experts such as training providers to ensure young people get best advice on their post-16 options.

Training providers can provide the link between schools and employers.

Since the PAC took evidence, the DfE has announced the creation of a new careers and enterprise company for schools. This must not become just one more organisation operating in a crowded and confusing careers space.

Our long-standing position is that England should have an integrated all-age service with the DfE and the Department for Business, Innovation and Skills presiding over a single structure built around the services of the National Careers Service.

The PAC report was obviously drafted before Skills Minister Nick Boles's statement on the reboot of the apprenticeship funding reforms.

Nevertheless, we welcome the committee's comments on the need to ensure that small businesses are not put off the programme because of a possible increase in the administrative burden and a perception that the costs might rise under the reforms.

The start figures for 16 to 18 apprenticeships went up in 2013/14 after a fall the previous year, and the arrival of traineeships as a stepping stone to an apprenticeship gives employers and providers a further opportunity to maintain the upward trajectory.

But this will only happen if we get the reforms right for businesses of all sizes and so for some months AELP has been advocating a voucher system for employers which will give them the type of purchasing power that the minister is now talking about.

However, the proposal that employers should make upfront cash contributions remains on the table when we feel that the government should focus more on tracking the other significant contributions that support apprenticeship completion.

Improved careers choices, focus on the core programmes and flexible personalised delivery by high quality training providers would provide a clear and effective solution for our young people.

Kevin Hamblin outlines the journey his Ofsted grade two-rated college made in order to take over sponsorship of a nearby academy.

South Gloucestershire and Stroud College (SGS College) has announced that we will sponsor an under-performing secondary school though our newly-formed SGS Academy Trust.

If anyone had asked me four months ago if we would be in this position I would have doubted it.

I knew little about Multi Academy Trusts (MATs), how one would set about forming an MAT, and I had thought even less about why we might wish to do so — after all, haven't we got enough on our plate right now with an expectation that funding will be even tighter after the election?

This all changed after a chance discussion in October with the South West's newly-engaged Regional Schools Commissioner (RSC), Sir David Carter.

At the end of that meeting, Sir David asked if the college had considered forming an MAT.

As I see it, colleges can sometimes be victims of the success or failure of their feeder schools.

Or, more precisely, if there are schools in the community in which a college operates that are struggling financially or academically, sooner or later the effect of that performance will affect young people, many of whom will find their way to college.

An MAT will allow SGS to work with feeder secondary schools to improve their



KEVIN HAMBLIN
Principal of South Gloucestershire and Stroud College

Putting the college key to success under the MAT

academic performance, and our economies of scale will easily absorb back-office functions, freeing up income to spend on student-facing services.

Furthermore, as the MAT develops, our intention is to sponsor primary schools feeding into these secondary schools, to produce an 'all-through' model.

So, from that chance encounter in October, we have been taken through the process with considerable support from the Department for Education (DfE) and RSC staff.

Unusually, in my experience, the process has been output driven, with little additional bureaucracy, and the staff assigned to support SGS have all been very responsive, with a 'can-do' attitude.

This has involved many late night and early morning conversations with DfE staff as we have navigated our way through the process involving several ministers and

government departments.
Within a week of agreeing with Sir David to look into forming an MAT, two excellent staff seconded from the DfE, and working for the SW Academies Group, visited me. They became an invaluable asset and have taken the college through the process and support available to form an MAT and to support any costs incurred.

A series of steps were necessary to keep governors informed and supportive, but also to ensure that SGS was walking into this initiative aware of the risks of such a move.

After the application for funding was agreed, which would cover the costs of the legal formation of the MAT, the Education Secretary's approval that SGS was a fit and proper organisation to sponsor up to three schools initially was given.

Further funding to cover increased staff capacity, school improvement and due

diligence costs was successful, as was a small but not insignificant grant to improve the first school's 'environmental appearance'.
We are now working with the school, which will become the first sponsored school in our MAT, subject to governors agreeing to its transfer at the end of this month, and after they have undertaken due diligence.
Obviously, an MAT isn't for every college — it isn't something which will benefit the bottom line and it will increase responsibilities for a number of college staff.

Our intention is to sponsor primary schools feeding into these secondary schools, to produce an 'all-through' model

But I firmly believe if we can help support our local schools to be more successful, rather than catching the fallout from their underperformance, then there will be dividends for the young person, the community and post-16 providers in the future.



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CAMPUS ROUND-UP

Jonathan goes from elephant study to Derby dogs course

A former Chester Zoo worker who has also travelled to Sri Lanka to study elephants is behind a new course for dogs and their owners at Derby College.

The four-week course, launching on February 16, is run by animal behaviour specialist Jonathan Taylor.

Jonathan has worked at Chester Zoo and in Sri Lanka looking at animal behaviour from dogs to elephants and says that the course is as much about changing owners' bad habits as it is about dog behaviour.

He said: "The dog behaviour and training evening course is aimed at new dog owners who want to be more confident in handling their pets right through to people who need special training with a view to entering their dogs into shows.

"Everybody brings their dogs to the course and we provide individual support."



Jonathan Taylor with Loki, a colleague's dog



The cast of Robin Hood and the Babes in the Wood at East Durham College

Robin Hood meets Babes in the Wood in panto crossover

Performing arts learners from East Durham College got all mixed up with their annual pantomime.

Foundation degree students organised the cross of classic tales Robin Hood and the Babes in the Wood and performed seven shows over three days from Wednesday, January 21.

Cast member Craig Nunn, aged 19, from Sunderland, said: "We worked really hard to get the idea and the show together

before Christmas.

"We knew that it was going to be really demanding but we were all ready and up for the challenge."

Performing arts programme leader Amanda Gregory said: "The students all worked really hard to get this up to a top level standard and they had a great energy and enthusiasm to go out and put on some brilliant performances for the public."

Jessica slides back into college life with winter Olympics festival

Fourteen years of alpine skiing hard work have paid off for a Northamptonshire college sports science student with a call-up to Team GB for the European Youth Winter Olympic Festival (EYOF), writes Billy Camden.

While most 16-year-olds were settling back into the routine of college, 2015 started with the announcement of a lifetime for Jessica Anderson.

For alpine skier Jessica, a sports science student from Moulton College, was told she had been selected to represent team GB at the EYOF, in Austria.

"I found out this month and I just felt overjoyed, honoured and excited to represent Great Britain and ski in such a big tournament," she said.

The five-day event, which opened yesterday (January 25), is for athletes between the ages of 14 and 18, and Jessica is one of 15 Team GB starlets having started skiing at the age just two.

"Everyone tells me I was born to ski. it all started when I was just a day old, when my parents named me after the French Ski resort of Tignes, and has not stopped ever since," she said.

"My mum [Julia] and dad [Stuart] used to ski quite a lot and they used to take me on skiing holidays



Moulton College skiing star, Jessica Anderson, hits the slopes. Inset: Jessica at college

when I was a child.

"I used to just stay in the crèche but I tried it one day after seeing everyone else do it and was told I was really good.

"I carried on and at six years old I was told to go and try out for a race team, so I did and got in."

Jessica, who is studying a level three

extended diploma in sport and exercise sciences, has also represented GB in a number of competitions.

Her most successful year came in 2012 when she became British Slalom Champion and won three other competitions in Scotland.

Jessica trains in Austria in the winter and

then at SnoZone Milton Keynes when she is at home.

Hoping to be as successful as her hero, Lindsay Vonn, an American World Cup alpine ski racer who won four World Cup championships, Jessica is aiming for even bigger achievements in the future.

"My goal is to compete at the Olympic Winter Games one day and EYOF 2015 is a great opportunity for me to learn and experience a part of Olympic life," she said.

"Skiing is great sport and I hope many other children will take it up when they hear about my success."

Craig McIlwain, programme leader for sports studies at Moulton College, said: "We are not only fully supportive of Jessica's training and competition commitments but are also extremely proud of her achievements.

"She is an excellent role model to her peers and future sports students of the college and we look forward to seeing Jess continue to be successful."

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&

MOVERS

SHAKERS

Your weekly guide to who's new and who's leaving

Having taken on the challenge of a round-the-world sailing event, Lindsey Noble has dropped anchor for the challenge of turning around the fortunes of Greenwich Community College.

Ms Noble, who left City College Southampton in August 2013 after 12 years as principal to take part in the Clipper Yacht Race, has been taken on at the South East London college following its inadequate grading from Ofsted last month.

She took up the post of principal on January 8, replacing Gary Chin, who left at the end of last month.

Ms Noble said: "I am very excited about the opportunity of working at Greenwich Community College it will be a challenging role, but one I am familiar with. I have total commitment to the student body, and I intend to work very closely with the FE Commissioner over improvements."

Ms Noble dropped out of the famous yacht race a fortnight early to go to the wedding of her partner's grandson, but has a college principalship record from Southampton that ended with the transition from an Ofsted grade three to two.

Richard Bourne, interim governors' chair at Greenwich Community College, which got grade fours across the headline

fields, said: "Our recent Ofsted inspection had a disappointing result, and we will now be subject to the scrutiny of the FE Commissioner.

"We are so pleased that Lindsey is joining us now, as she has the skills and experience necessary to lead the college along the path to recovery."

Meanwhile, Lewisham Southwark College is set for a new principal and chief executive in Newcastle College's Carole Kitching this summer.

She is due to take over in July, replacing the current interim leadership team of Jo Lomax and Ioan Morgan.

Ms Kitching, who joined Newcastle College as assistant principal in 2011 and was appointed as principal in September 2013 after eight months as interim principal, said: "I am delighted to have been appointed as principal and chief executive at Lewisham Southwark College at this exciting time.

"I am passionate about establishing the college as a beacon of excellence in London and beyond for services to students, employers and the community and I am looking forward to working with governors, staff and stakeholders to achieve this vision."

The South London college has been without a permanent boss since May with former



principal Maxine Room having resigned after a visit from the FE Commissioner, whose inspection was triggered by a January 2014 inadequate rating from Ofsted.

Former Warwickshire College principal and ex-157 Group chair Ioan Morgan became interim principal and chief executive in June. Ms Lomax became interim principal from January 5 with Mr Morgan's contract terminating at the end of last year, at which point governors agreed to split the role of principal and chief executive, keeping Mr Morgan on in the latter role.

Lewisham Southwark College corporation chair John Landeryou said: "The corporation is delighted that Carole has accepted the offer of the position. The board welcomes her experience and expertise and look forward to working with Carole to returning the college to

its rightful place as an outstanding college in the heart of South London."

Joe Docherty, chief executive of Newcastle College's parent NCG (Newcastle College Group), said: "It is a challenging role but one which I am Carole she will excel at."

He added: "We will start the process immediately to look for a suitable replacement for Carole to ensure a smooth hand over when she leaves us in July. We wish her every success when she takes on her new role."

To let us know of any new faces at the top of your college, independent learning provider, awarding organisation or other sector body email news@feweek.co.uk

Croydon College principal Frances Wadsworth (pictured) has been appointed as one of two independent trustees on the new, eight-strong board overseeing the Construction Industry Training Board (CITB).

She is the only FE and skills-related appointment to the board, with Skills Minister Nick Boles giving five posts to figures from construction industry employers and the chair to James Wates CBE, chair of the Wates Group.

"I am delighted to have been appointed by Mr Boles as an independent trustee to the CITB, which is entering an exciting period of development," said Ms Wadsworth, whose 11,000-learner college got a grading of good from Ofsted in June

"Construction is a key enabler of growth across the UK economy. Critically, the sector employs around 10 per cent of the UK workforce and contributes almost £90bn to the UK economy each year.

"I look forward to working with the executive and other trustees in developing the role and scope of the board and the ways in which the CITB can support this important industry."

She was also one of five women appointed a trustee of the independent learning provider, which achieved a clean sweep of outstanding ratings from Ofsted in January 2013 as the 12-learner National Construction College.

Mr Boles said: "The new board will have a major role in helping this dynamic

industry develop the skills it needs to grow.

"I congratulate all the new trustees on their appointment and look forward to seeing them working with business and employers to address the skills challenges faced by the construction sector.

"I am particularly pleased to see greater diversity on the Board and hope that it encourages more women to consider a career in construction."

Maureen Douglas, group HR director at Forster Group, David Harris MBE, managing director at WRW Construction, Karen Jones, group HR director at Redrow, Maria Pilfold, HR consultant and former director of the Taylor Wimpey Group and Ray Wilson, director and general manager of Carillion Training Services were appointed employer trustees and Dr Diana Garnham, chief executive of Science Council was the other independent.



PRESENTED BY NICK LINFORD

AUTHOR OF THE COMPLETE GUIDE TO FUNDING APPRENTICESHIPS, AND BOTH THE HANDS-ON GUIDE TO POST-16 FUNDING AND THE HANDS-ON GUIDE TO POST-16 PERFORMANCE AND DATA.

Lsect

Learning & skills ~ events, consultancy and training

EFA FUNDING, PERFORMANCE AND FINDING EFFICIENCIES FOR 15/16

Budgets are tightening, costs are rising, funding rules are changing and a new performance regime is being introduced. Now is the ideal time for a critical update to support your planning and budgeting for 2015/16.

With new and updated materials, this is a very practical session (lots of worked examples) aimed at new and experienced staff in colleges and training providers responsible for planning and funding 16-19 provision.

EVENT DATES	AGENDA
<div>MANCHESTER</div> <div>MON FEB 2</div>	<div><div>10:00 Registration</div><div>10:30 Welcome and introductions</div><div>10:35 EFA funding in 2015/16 Includes: allocation calculation, the funding formula, rates and the Eng & math condition of funding</div><div>11:40 Break for refreshments</div><div>12:00 Study Programme curriculum planning for 2015/16 Includes: designing a course file, use of LARS and planned hours, core aim and the latest on Tech Levels and Tech Bacc</div></div> <div><div>13:00 Break for lunch</div><div>13:50 Making Study Programme funding efficiencies Includes: hint, tips and strategies to reduce costs without reducing income, and increase income without increasing cost</div><div>14:50 Taking account of the performance regimes Includes: Ofsted's approach to Study Programmes, the new success rates (QSR) reports and the DfE's 16-19 performance table plans</div><div>15:30 Workshop end</div></div>
<div>LONDON</div> <div>FRI FEB 6</div>	
<div>YORK</div> <div>MON FEB 23</div>	

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The successful candidate will have detailed experience of the post-16 sector and have a very good knowledge of successful quality improvement. You will be highly organised, have excellent communication skills and be able to build and influence networks and relationships across education and training.

You will be a commercially minded innovator and motivator who can promote new thinking to achieve growth and success and continuous improvement, both within our organisation and with clients.

You will enjoy meeting with clients, be motivated by providing solutions to their problems and happy working in a commercial environment. The role will involve travelling throughout the UK to meet with clients and on occasions staying away from home.

For more information and to apply, please visit www.feassociates.com or for an informal discussion please contact Elaine Smith on 07725 423 738.

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**Closing date for all applications
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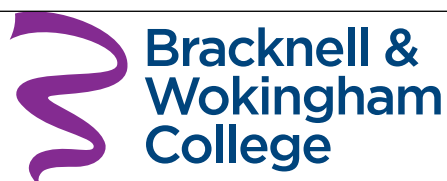
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In addition to being CCAB recognised or a CIMA qualified Accountant with significant post qualification experience, which would include financial strategic management at a senior level, we would expect the successful candidate to demonstrate excellent leadership skills. Previous relevant experience within FE or the public sector would be a distinct advantage.

If the sound of this role excites you and you feel that you meet the requirements of the role, then we would like to hear from you. To apply, please go to: www.bracknell.ac.uk/workforus

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INTERVIEWS – WEDNESDAY 18 FEBRUARY 2015

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Closing Date: Tuesday 3rd February 2015

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Closing date: Friday 30th January 2015



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In addition to leading the quality improvement agenda for the College you will be an integral member of the Senior Management Team with a cross-section of responsibilities and an active role in strategic discussions and decision making. We are looking for a leader with drive, ambition and self-belief; high aspirations for learners; and the ability and credibility to work effectively with a range of partners, both internal and external.

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Closing Date: Thursday 12th February 2015

Interview dates: Thursday 19th February and Monday 23rd February 2015



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We now seek to appoint a new leader for the College to ensure that we remain positioned to meet the challenges of a dynamic sector. An outstanding communicator, the successful candidate will bring imagination, commercial acumen, a creative and innovative approach and a positive, entrepreneurial attitude. The incoming Principal will build on our strong and diverse range of external stakeholders and position Peterborough Regional College as a key partner across our region. With experience of building partnerships and making strategic goals an economic and financial reality, you will bring substantial leadership skills and the ability to maximise the potential of Peterborough Regional College. You must bring a passion for working with young people and inspiring a new generation and an exceptional track record of leadership and management.

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Closing date: 23 February 2015
Final Panel interviews: 13 & 14 April 2015



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Lakes College seeks a driven leader to drive the continued development of its Business, Computing and Professional Studies curriculum. The successful candidate will support the delivery of the Colleges FE and HE curriculum and develop the Colleges growing management, professional and commercial course portfolio. Responsible for a broad curriculum this is a challenging role suited to someone with the vision and drive to succeed.

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For an informal chat please contact **Michael Hunter, HR Manager, on 01946 839300** (extension 1058).

Closing Date: Monday 9 February 2015 (12:00 pm)



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- Careers and Progression

As a member of the Senior Management Team and reporting directly to the Deputy Principal Curriculum, Performance and Innovation this post will lead on the strategic development and effective delivery of Student Services.

The ideal candidate will have dynamic leadership experience including successful strategic development of student services function within a complex regulated environment who can confidently take the service to the next level.

BCoT is committed to safeguarding and promoting the welfare of all its learners, and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks, including an enhanced DBS disclosure as well as providing proof of right to work in the UK.

BCoT is an equal opportunities employer ; we welcome enquiries from everyone and value diversity in our workforce.

Closing date for applications: Sunday 8th February 2014

To apply for this post, please click on the link below:-

https://www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx

If you wish to send a CV with your application, please remember to click 'upload' after attaching it, otherwise your CV will not be sent to us.



Assistant Principal Performance Services and Resources

Salary- £60,431 pa
Full time



The Primary purpose of the role is to;

- To provide Leadership to improve the educational performance of the college by improving college services and use of resources
- To work collaboratively to create a highly successful Executive Team contributing to student and staff success
- To provide a high standard of service to students and teachers
- To manage the Human Resources Management, Financial Resource Management/Administration: MIS and ICT Functions; Facility and Property Management and Health & Safety Functions of the College

Required

- A current member of one of the following professional bodies: ICAEW, ACCA, CIPFA, CIMA or CIPD
- Degree
- Recognized leadership & management qualification and/or extensive professional development , NVQ 3/ 4 or equivalent related professional qualification
- A commitment to providing high standards of service across an organization for internal and external stakeholders
- A commitment to exhibiting the college values of Learning; Responsibility; Independence; Honesty and Excellence and an ability to develop them in others.

Please go to the link for the application form and further details.
www.havering-sfc.ac.uk/web/vacancies.cfm

Closing date for applications: Thursday 19th February 2015
Interviews will take place week beginning: 2nd March 2015

This college welcomes applications from suitably skilled individuals irrespective of age, disability, ethnicity, gender, religion or sexuality.

Quality Quality Lead (Workplace Teaching, Learning & Assessment)

Grade: £25,007 - £26,535 (Subject to JE)
Location: Home based with regional travel

We are seeking to appoint two new members of staff to our quality team who will undertake the observation of workplace teaching learning, and assessment, along with other activities that will support the continuous improvement of our learning programmes. The positions are available on a full or a part time basis (i.e. five, four or three days per week pro rata), whilst for the right candidate we may also be prepared to consider a 'term time only' contract. The holiday entitlement will be 27 days plus bank holidays per annum, pro rata if part-time.

POST 1(Northern / Central): Due to the expected area of travel you should ideally live within a Northern English county (e.g. Yorkshire, Lancashire, etc.).

POST 2 (Southern / central): Due to the expected area of travel you should ideally live within one of the counties surrounding the M4 corridor.

Successful applicants will be proficient practitioners who have recent experience within the delivery of Apprenticeship programmes (e.g. undertaking workplace training and assessment), or they will have held a role that involves the observation of such practice. Individuals must recent experience in this type of position. We particularly welcome applications from candidates who are currently working as a workplace 'Assessor or Trainer', but are now looking for the next step in their career progression.

You must possess excellent communication and organisational skills, and have a positive approach to providing high quality customer service, whilst the ability to work flexibly is essential.



Successful candidates will be required to demonstrate their commitment to the College values: serving our students and community, professionalism, respect for other people and teamwork, caring, honesty and integrity and a positive "can-do" approach.

The College provides excellent Continuous Professional Development opportunities including support to acquire professional qualifications and gain essential job related training. We also offer competitive conditions of service including eligibility to join the Local Government Pension Scheme.

Disabled applicants who meet the essential criteria are guaranteed an interview. We celebrate diversity and welcome applications from everyone regardless of age, gender, ethnicity, sexuality, faith or disability.

We are committed to safeguarding and promoting the welfare of children, vulnerable adults and young people. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture that embraces the ethos of safeguarding amongst our workforce.

Please clearly identify within your application the post that that you are applying for, the employment terms you are seeking (i.e. full time, four or three days per week) and whether you wish to be considered for a term time only position.

Closing date: 2 February 2015

Please apply for this vacancy via our website www.nnc.ac.uk/jobs. If you require any further information please contact Human Resources on 01909 504631 or email vacancies@nnc.ac.uk.

BUY ONE GET ONE FREE

We are offering buy one get one free on all recruitment adverts booked up until half term. This means that your advert will run for a second week free of charge.

Last day for booking: Wednesday 4th February 2015



**TO ADVERTISE WITH US CALL HANNAH SMITH ON
020 81234 778 OR HANNAH.SMITH@FEWEEK.CO.UK**

Mathematics Teacher

(Maternity cover for 12 months with possibility of extension, plus fixed term appointment to commence September 2015)



High-achieving students. Outstanding Ofsted rating. A perfect place for experienced and newly-qualified teachers to develop...

We are looking to appoint an enthusiastic tutor to join our Mathematics team to deliver sessions in either GCSE and/or AS/A Level Mathematics. Whether you're an experienced or newly-qualified teacher, Blackpool Sixth is the perfect place to build your career – and enjoy a great quality of life.

Our students are exceptional too. They're achieving a 98% pass rate, more than 75% progress to HE and seven have received offers from Oxbridge for next year. We are proud that we have been rated Outstanding by Ofsted. That's largely down to the dedication of our high-performing teaching team. Focused on the particular needs of 16 to 19 year old students through a range of courses (mainly AS/A Levels and BTECs), their goal is to educate the whole person within a close and caring community.

As well as a range of AS and A level programmes, the Mathematics Department offers GCSE Mathematics and Functional Skills at Level 1 and Level 2 and we are also an early adopter of the new Core Mathematics

Level 3 qualification. Our aim is to support all students who come to the Sixth Form wishing to study Mathematics or Statistics in their pursuits of Mathematical excellence.

With a brand new £25 million development and state-of-the-art facilities, we have been recognised as a Mathematics Lead Teaching School, supported by the National Centre for Excellence in the Teaching of Mathematics (NCETM). This provides us with further opportunities to develop teaching and learning practices within the department and more widely across the secondary and primary schools that make up the Fylde Coast Teaching School Alliance. We are an ambitious organisation which takes the development and training of our staff seriously.

In return, we offer excellent Terms and Conditions including 195 working days per year and access to the Teachers' Pension Scheme.

We are in an exceptional location on the Lancashire border, not far from the Ribble Valley, Lake District and stunning Fylde coast. The vibrant cities of Manchester and Liverpool are both within easy reach.

Blackpool Sixth Form College welcomes applications from NQTs and is able to support new members of staff in achieving QTS/QTLS.

To find out more and apply, please visit jobs.blackpoolsixth.ac.uk, please note we will only be accepting online applications for this vacancy which must be submitted via our website.

**Closing date: 3rd February 2015 at 12.00pm lunch time
Interviews: 9th February 2015**

Blackpool Sixth is committed to equality of opportunity for all.

Blackpool Sixth is committed to equality of opportunity for all. Blackpool Sixth Form College is fully committed to safeguarding and promoting the welfare of all learners, staff and visitors. All staff will be carefully selected using recruitment and selection procedures designed to emphasise the college's commitment to safeguarding. All posts, including volunteers, are subject to enhanced DBS clearance.

Lecturer – English - Ref: SMT 79

Up to £34,184 p.a.

Full time, permanent
Location: Cambridge



An exciting opportunity has arisen to join us as a teacher and leader for GCSE English in a growing and dynamic team delivering English to full time learners and adults. The College presently delivers iGCSE English in a team of 6 to full time learners and we are looking for an experienced Lecturer to work with the Programme Area Manager to ensure high quality delivery. The successful candidate will be expected to lead on the delivery and assessment of iGCSE English, and will also be expected to contribute to the development and on-going improvement of English in the College. The role may involve delivering English to groups of full time vocational learners, apprentices, as well as adult groups on site or in the workplace or community.

Working with the Programme Area manager, you will provide a lead for the qualification and be required to manage and develop the GCSE English

offer. Successful candidates will be expected to inspire staff and be able to ensure students reach their full potential, and in close liaison with the curriculum teams, provide excellent assessment opportunities for learners. Applicants will need to be enthusiastic and committed teachers with strong communication skills.

Applicants should have skills and recent experience in teaching English, but also the potential to inspire and motivate a team.

A relevant degree and teaching qualification are essential, as is a strong track record for delivering high quality GCSE English or other nationally recognised English qualifications.

Closing Date: 30th January 2015

How to apply: For full details and to complete an application form please click here (camre-jobs.engageats.co.uk/)

Lecturers English or Maths



Variable hours – 37 hrs p/w. £24,662 - £28,568 p/a depending on experience (Maths attracts an additional Market Rate Allowance of £2040) p/a).

We are on a journey to being outstanding. We need motivated and professional individuals who are dynamic, inspirational, and innovative to join us on that journey.

If you are looking for a new challenge and would like to utilise your skills and knowledge whilst developing your own career, this opportunity will be rewarding and fulfilling. In this role you will teach young people (16-19yrs) English or Maths, which will enable them to fulfil their career aspirations and empower them to embark on working life.

If you have the qualities to deliver innovative and creative teaching for GCSE (and related English and Maths qualifications) to a variety of learning levels, then we will welcome your application. This is an ideal opportunity for new graduates to develop a career in the Further Education sector, but we are also seeking applications from experienced teachers who will bring knowledge of delivering these subjects to a high standard. A degree in a subject related to your chosen discipline is essential, as is a minimum of Level 2 in English/Maths and IT.

If you have exceptional communication skills and the ability to prioritise and coordinate a challenging workload, this may be the right role for you. You will be a self starter, who can quickly develop a good rapport with young people.

The College offers many good employment benefits including generous holiday entitlement, pension scheme, and many on-site benefits and facilities. This position will be based at our Peterborough Park Crescent site.

To find out more about teaching at Peterborough Regional College, and to apply visit: www.peterborough.ac.uk vacancy reference 99927



The City of Stoke on Trent Sixth Form College is a thriving, lively and successful Sixth Form College, committed to social inclusion. In September 2010 we relocated to a new £33 million campus at the heart of the University Quarter of Stoke on Trent, adjacent to Stoke on Trent Railway Station, which is on the mainline from London to Manchester. October 2012 saw the opening of the University Science Centre; all STEM students are taught in this fantastic new facility. The College's mission is 'The young person's college developing skills, inspiring excellence, where students are encouraged to achieve their full personal and academic potential.'

Teacher of English (Permanent / Full Time)

Salary: Sixth Form College's Salary Spine for Teachers

To teach in the English Department on a range of courses, including English Literature and English Language, both at GCSE and A-level according to the College needs.

This is an ideal opportunity to join a 'good' department aspiring to be 'outstanding', working in an exciting, purpose built College.

Closing Date: Wednesday 4th February, 12.00pm

For further details and an application form please visit the College's website: www.stokesfc.ac.uk, or email personnel@stokesfc.ac.uk. Alternatively, telephone Personnel on (01782) 854210.

The College is committed to Equal Opportunities. Applications are particularly welcome from members of the ethnic minorities who are currently under represented at the College.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You should note that an enhanced DBS Disclosure will be required prior to taking up an appointment with the College.



ASSOCIATE LECTURERS IN FOUNDATION ENGLISH

£25.04 - £28.39 per class contact hour

We are looking for outstanding candidates to join our multi-award winning College.

As an Associate Lecturer, you will join a committed and professional full and part time teaching team from a variety of backgrounds who work together to teach across a wide range of curriculum courses and levels. As a lecturer of Foundation English and GCSE English, you will further complement our Skills for Life Section. Teaching will be from Entry level to Level 2 and for learners on programmes ranging from sport, health and social care, equine, agriculture, childcare, computing, arboriculture, animal care, business, music and performing arts, construction, engineering and many more subjects.

Excellent interpersonal skills and the ability to inspire, motivate and engage learners is essential.

Closing date: **12 Noon Thursday 29 Jan 2015**

Interview date: **Friday 6 Feb 2015**

For further information visit
www.bridgwater.ac.uk/jobs
or telephone **01278 441221**



GCSE Maths Teacher



Opened in September 2014 the Dv8 Academy is a brand new 16-19 centre for excellence in the creative industries, where wellbeing and enterprise are at the heart of the curriculum.

Our mission is to improve the lives of young people through high quality training and creative industry experiences. We will have over 300 young people going through our vocational programmes per year as well as providing access to master classes and enterprise qualifications to ensure they can progress to Higher education or employment.

We are looking for someone with demonstrable experience of developing and delivering GCSE Maths to join our dedicated team based in Walthamstow, East London. Experience of working in an education setting and working within the 16-19 age group is essential.

Benefits of working for DV8

- Supportive, caring and developmental environment
- Creative and innovative approach to education
- A focus on staff wellbeing
- Be part of a new state of the art Academy specialising in the creative industries.

Salary and days of work

- This is a full time position starting 23rd February (negotiable)
- Salary £28,000
- Holidays 35 days per academic year

For an informal conversation about the role please call Sacha Corcoran on **07846789214**. If you wish to apply please send a CV and covering letter explaining why you would be good for this position to **victoria.spence@dv8academy.com** by 30th January at 5pm.

To find out more about the DV8 Academy and our approach to education please see: **www.dv8academy.com**

Protocol

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The Opportunity of a Lifetime...

Female EFL lecturers needed to teach in Saudi Arabia

We are currently looking to fill 50 of these fantastic roles in Al Qatif, with accommodation provided in Al Khubar, one of the most desirable areas in Saudi Arabia.

To be considered you must have a minimum of 3 years teaching experience and one or more of these qualifications:

- Bachelor's degree or equivalent in English Language, Literature or Applied Linguistics
- TESOL
- CELTA
- English teaching major

In return you will receive:

- Salary up to **£35,000** paid tax free
- Annual bonus
- Fully furnished accommodation
- Healthcare
- Annual flight allowance
- Relocation allowance
- Transportation allowance
- 35 days annual leave
- College subsidised social programme

To apply please send your CV and covering letter to **SaudiEFL@Protocol.co.uk**

Call: +44 (0)115 9111173

www.protocol.co.uk/ksa

A LONG-STANDING TRADITION OF EXCELLENCE

Part-time Teacher - GCSE and Functional Skills Mathematics

Hourly rate of £22.67 or annual salary up to £34,090 pro-rata depending on hours offered

Nelson and Colne College, an Ofsted Outstanding College, are looking for a passionate and experienced GCSE and/or Functional Skills Mathematics Teacher to join their team. With opportunities on a full time temporary, part time temporary and part time hourly paid basis, if you're looking for a new opportunity and have relevant teaching experience then please get in touch!

The candidate will be an enthusiastic and talented Mathematics tutor, who will embrace practical, student centred techniques in ensuring all learners achieve their full potential. They will join the team in having a focus on raising aspirations and encouraging students in the realisation of their ambitions and ensuring they have the skills necessary to gain a mathematics qualification in order to progress to further education or employment.

For full details and to apply, please visit: **www.nelson.ac.uk**
or telephone: **01282 440363** or email: **humanresources@nelson.ac.uk**
Closing date: Noon on Wednesday 21st January 2015.



Nelson and Colne College Scotland Road | Nelson | Lancashire | BB9 7YT



Tuesday 3rd March 2015

Leicester City Football Club, Leicester

Back for its seventh year, The Skills Conference 2015 is a not-to-be-missed event bringing together tutors, coordinators and managers to network and share their expertise, experiences and successes in delivering Functional Skills and GCSE programmes in English, maths and ICT.

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FE Week Sudoku challenge

6				5				
	9	1			7			4
								8
2					8	9	5	
	7			2			6	
	6	5	1					7
1								
5			2			1	9	
				8				5

Difficulty:
EASY

	7					1		
		3			8			4
				1	6		9	
	6				1	4	2	
8								7
	4	7	6				5	
	3		1	6				
7			9			5		
		4					8	

Difficulty:
MEDIUM

Solutions:
Next week

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Last Week's solutions

7	5	2	8	6	9	3	4	1
9	1	6	5	4	3	2	7	8
3	4	8	2	7	1	6	5	9
4	9	1	6	8	7	5	2	3
6	2	5	9	3	4	1	8	7
8	3	7	1	5	2	9	6	4
5	6	9	7	1	8	4	3	2
2	8	3	4	9	6	7	1	5
1	7	4	3	2	5	8	9	6

Difficulty:
EASY

7	5	9	6	4	2	1	8	3
2	3	8	9	1	7	4	6	5
4	6	1	3	8	5	2	7	9
9	4	7	5	2	1	8	3	6
6	8	2	7	3	4	5	9	1
3	1	5	8	6	9	7	4	2
5	2	3	4	7	6	9	1	8
1	7	6	2	9	8	3	5	4
8	9	4	1	5	3	6	2	7

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

The winner of our last edition's spot the difference was Stuart Brand (pictured), head of information systems development at City College Coventry.

